

General Emergency Services Tasks



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NATIONAL EMERGENCY SERVICES CURRICULUM
GENERAL EMERGENCY SERVICES TASKS

Task # Task Title

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INTERACT WITH THE MEDIA OR INTERESTED BYSTANDERS

CONDITIONS

You are part of a ground team on a mission, and are approached by a reporter, friend or relative the missing persons, or a curious bystander, who questions you about your team and the mission.

OBJECTIVES

Answer only appropriate questions and refer others to the appropriate staff officer while remaining courteous and professional.

TRAINING AND EVALUATION

Training Outline

1. Dissemination of mission critical information during a search must be controlled in order to prevent wrong or inappropriate information being released to the press or search objective's family. To accomplish this, only the mission coordinator or mission public affairs officer is permitted to release specific details of the target, the mission, or the search results to the press.
2. If a reporter or family member approaches the individual searcher requesting this information, he should be immediately directed to the individual's team leader, ground operations director, mission coordinator, or other person as briefed. This will prevent the following situations:
 - a. Release of target description details. These details are usually withheld as a method of evaluating witness interview leads and reports.
 - b. Undue speculation on the reason that the search objective is missing. We do not know if the plane is missing due to pilot error or if the missing person simply ran away from home. It is best not to offer this type of information to the press for misinterpretation.
 - c. If a find is made, survivor condition reports must be delivered to the family before press. Any inadvertent release to the press could result in the family finding out about the death of a loved one on the evening news.
3. Again, any specific questions concerning the search objective, search results, or survivor conditions must be answered only by the mission coordinator or mission public affairs officer.
4. Individual searchers are permitted and encouraged to answer questions about CAP in general, CAP's search and rescue mission and efforts, and the individuals home unit. This serves as a valuable public relations tool and will facilitate getting needed mission information to the public.
5. If a reporter, family member, or interested bystander approaches you:
 - a. YOU SHOULD:
 - 1) Be friendly and courteous.
 - 2) Let them know that you are on a Civil Air Patrol ground team and what kind of mission you are on (missing persons search, airplane search, damage survey, etc.)

3) Politely direct them to the Ground Team Leader (when away from base) or the Public Affairs Officer, Mission Coordinator, or other person as briefed (at mission base).

4) Be alert to the possibility that the bystander may have information that might help you find your target. Let your Team Leader know if you think this is the case.

b. YOU SHOULD NOT:

1) Discuss the search target's description or the events leading up to the loss or crash.

2) Discuss how the search is going or what leads/evidence have been found.

3) Give your opinions of what happened, or speculate on the chances of finding the target.

4) Be rude or overly officious.

6. Finally, NEVER say "No Comment" or "I can't tell you that". Instead say something like "I'm not really the expert on that, and I don't want to give you incorrect information. The Team Leader (or Mission Coordinator or PAO) can tell you more than I can."

Additional Information

More detailed information on this topic is available in CAPM 190-1.

Evaluation Preparation

Setup: Prepare a sheet of paper with a written scenario about a search mission including the victim's name and description, how he was lost, how long the mission has been going on, a few leads that have been found, and the agencies currently searching. Give the sheet to the student and let him read it.

Brief Student: Tell the student that he is on the search mission described on the paper, and you are going to play the role of a reporter or bystander. Then begin to question the student.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
1. Correctly responds to questions that he is permitted to answer.	P	F
2. Identifies questions that he is not permitted to answer.	P	F
3. Refers the reporter to the mission public affairs officer, team leader, or mission coordinator.	P	F
4. Is courteous and presents a professional image to the questioner.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE KNOWLEDGE OF BLOODBORNE PATHOGENS

CONDITIONS

You over hear a ground team members discussing bloodborne pathogen training. You wonder what risks that bloodborne pathogens may be to you.

OBJECTIVES

Define and give examples of Bloodborne Pathogens.

TRAINING AND EVALUATION

Training Outline

1. Bloodborne pathogens refers to those diseases which are carried in human blood and body fluids and can be transferred to other humans through contact with such contaminated blood.
 - a. Hepatitis B.
 - b. AIDS.
 - c. Others.
2. Possible exposure exists at accident/crash sites and from injured members at the mission base or on a ground team.
3. Staying away from blood and body fluids can effect prevention. Leave dealing with these people, bodies, and body parts to trained and properly protected individuals.
 - a. Engineering controls.
 - b. Work practice controls.
 - c. Personal protective equipment
 - d. Universal precautions

Additional Information

More detailed information on this topic is available in basic and advanced first aid training provided by organizations like the National Safety Council, American Red Cross or the Department of Defense.

Evaluation Preparation

Setup: Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

Brief Student: Tell the student that he or she has as much time as necessary to complete the test, but can not use any outside resources and cannot leave the testing area.

Evaluation

Performance measures

Results

1. Member identified and described preventive measures for bloodborne pathogen hazards.

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE KNOWLEDGE OF CAP'S ES MISSIONS

CONDITIONS

You are new to CAP and wish to understand the CAP Emergency Services mission.

OBJECTIVES

Understand the missions CAP Emergency Services performs.

TRAINING AND EVALUATION

Training Outline

1. Civil Air Patrol (CAP) performs many different types of missions for America, which includes the following:
 - a. Search and Rescue both ground and air
 - b. Disaster Relief
 - c. Reconnaissance – Storm Damage
 - d. Counterdrug
 - e. Transportation
2. Civil Air Patrol missions support the following organizations through Memorandums of Understanding
 - a. Air Force Rescue Coordination Center (AFRCC)
 - b. Federal Emergency Management Agency (FEMA)
 - c. Red Cross
 - d. Federal Aviation Administration (FAA)
 - e. National Oceanic and Atmospheric Administration (NOAA)/National Weather Service (NWS)
 - f. Salvation Army
 - g. U.S. Customs
 - h. Drug Enforcement Administration (DEA)
 - i. State Agencies
 - j. Others
3. Our personnel conduct these missions. Various areas of expertise and training are needed. CAP members can qualify in the following Emergency Services Specialties:
 - a. **Ground Teams.** This includes both Ground Team Members and Ground Team Leaders. Ground teams perform searches for missing persons, search for clues for missing aircraft, man shelters, perform electronic searches for distress beacons (Emergency Locator Transmitters (ELT) or Emergency Position Indicating Rescue Beacons (EPIRB)).
 - b. **Aircrews.** A team made up of mission scanners, mission observers, and mission pilots.
 - (1) A scanner is trained to look for survivors/clues/crash sites/other search objectives.
 - (2) An observer is a scanner who has additional experience and training in navigation, radio operation, and search operations.
 - (3) The pilot is responsible for safe aircraft operation and provides a safe stable platform for the scanner and observer to search effectively.
 - c. **Mission base personnel** provide mission command, planning, logistical, and operational direction to the ground teams and aircrews. Not all positions are required for all missions. The more complex and lengthy the mission becomes the more positions that will be represented.
 - (1) Mission Coordinator (MC): Overall boss. Possible Incident Commander in Incident Command System (ICS) situation.

- a. Mission Safety Officer
- b. Information (Public Affairs) Officer
- c. Liaison Officer (ICS situations)

- (2) Air or Ground Operations Director: Plan specific
- (3) Air or Ground Search Coordinator:
- (4) Flight Line Office
- (5) Communications Unit Director
- (6) Radio Operator
- (7) Safety Officer
- (8) Administration/Finance Officer
- (9) Chaplain
- (10) Mission Staff Assistant

Additional Information

More detailed information on this topic is available in Chapter 2 of CAPR 50-15 and Attachments 7-17.

Evaluation Preparation

Setup: Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

Brief Student: Tell the student that he or she has as much time as necessary to complete the test, but can not use any outside resources and cannot leave the testing area.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
1. Member properly identifies the operational missions of CAP.	P	F
2. Member properly identifies the three teams that support CAP's ES Missions.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE KNOWLEDGE OF THE CAP ES QUALIFICATION SYSTEM

CONDITION

As a new member, you want to understand how to become qualified in an emergency services specialty.

OBJECTIVES

Outline a general overview of the ES qualification system.

TRAINING AND EVALUATION

Training Outline

1. All CAP emergency services specialties require the basic knowledge found in this course and this course is the first step in becoming ES qualified.
2. At the successful completion of this course and the Mission Staff Assistant course, you will be qualified as a “Mission Staff Assistant”. This will be annotated on a CAPF 101, which allows you to attend emergency services missions, to assist with some mission tasks, and to learn how the Emergency Services system functions in the field.
 - a. Documentation: CAPF 100, which provides basic member and training information, is used to issue all CAPFs 101.
3. At this point you may be issued a CAPF 101T which allows you to train for up to three emergency services specialties. The criteria for each of the emergency services specialties is found in CAPR 50-15 and its attachments.
 - a. The CAPF 101T allows training. It is not a qualification certification.
 - b. The CAPF 101T does not normally allow for participation in an actual mission.
4. Members who are qualified and current accomplish instruction.
5. Once qualified, training does not cease.
 - a. Must perform in each specialty in which qualified every two years (actual or training mission).
 - b. Outside courses as well are encouraged to upgrade skills (AFRCC, NASAR, others)

Additional Information

More detailed information on this topic is available in Chapter 2 of CAPR 50-15 and Attachments

Evaluation Preparation

Setup: Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

Brief Student: Tell the student that he or she has as much time as necessary to complete the test, but can not use any outside resources and cannot leave the testing area.

Evaluation

Performance measures

Results

1. Member recognizes the steps involved in obtaining an ES qualification.

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-0003
SIGN-IN AT A CAP MISSION BASE

CONDITIONS

You arrive at a mission base and wonder what is the first thing to do.

OBJECTIVES

Demonstrate procedures for signing in to (out of) a mission and for release to a duty assignment.

TRAINING AND EVALUATION

Training Outline

1. It is important that personnel at a mission base and their qualifications be known.
 - a. Mission planners need to know what qualified people are available to prosecute the mission
 - b. Mission activation (actual or practice) conveys certain insurance coverage. Your sign-in cements the fact that you are an official part of “An Air Force Assigned Mission”.
 - (1) FECA – Federal Employee Compensation Act – Medical/death benefits.
 - (2) FTCA – Federal Tort Claims Act – Liability protection for CAP aircraft and vehicle operations.
 - c. It’s important to know who to contact in case of an emergency.
2. Sign-in of personnel is accomplished on CAPF 103. Show CAPF 103 and go through the sections.
3. Sign-in of aircraft and other vehicles is accomplished on CAPF 121. Show CAPF 121 and go through the sections.
4. At sign-in there will be a person responsible for assigning you to a task and give directions as to what to do next.

Additional Information

More detailed information on this topic is available in CAPR 50-15, CAPR 900-5, CAPF 103 and CAPF 121.

Evaluation Preparation

Setup: Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

Brief Student: Tell the student that he or she has as much time as necessary to complete the test, but can not use any outside resources and cannot leave the testing area.

Evaluation

Performance measures

Results

1. Member will identify reasons to sign-in at a mission base.

P F

2. Member properly demonstrates signing himself and his vehicle into a CAP mission base.

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE KNOWLEDGE OF HOW THE MISSION TEAM IS ACTIVATED

CONDITIONS

You find out from a friend that the wing has been alerted for a mission. You wonder how that happened and why you weren't notified.

OBJECTIVES

List and explain the stages to team activation.

TRAINING AND EVALUATION

Training Outline

1. Mission activation/request comes from an outside agency (i.e. AFRCC, Red Cross, state, HQ CAP, etc.)
2. The agency calls someone from a list of designated members within the wing. That person typically uses a pyramid roster to notify the rest of the wing.
3. Each wing is different. Brief how mission notification is done in your wing (use of phone, pagers, e-mail, VHF and HF radio, etc.)
4. Briefly outline a typical wing mission from how it starts to completion. For example a distress beacon mission would include (perhaps): Initial activation from an aircraft crash, SARSAT signal acquisition by the Local User Terminal and processing by the Mission Control Center, location resolution and mission activation by the AFRCC to the wing, wing alert notification procedure, selection of a mission coordinator and possible selection of a mission base, air and ground team selection, mission sign-in and briefing, search procedure, location of crash site, working with CAP ground team and other rescue resources, mission closure, and the paperwork. Keep it relatively simple.
5. Qualified members have a responsibility to keep themselves prepared (equipment, clothing, training).
6. Missions are stressful. Critical Incident Stress Management (CISM) is a part of CAP. A member feeling stressed or having participated in or been exposed to a mission with fatalities or less than favorable results should seek help from a CISM team or the local chaplain or other suitable individual(s). Don't keep it bottled up inside you.
7. Additional duties: in any mission members may be called upon to do odd things. There are many other mission than just flying such as filling sandbags, communications, transporting EMA personnel; many possibilities exist.

Additional Information

More detailed information on this topic is available in the wing alert roster.

Evaluation Preparation

Setup: Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

Brief Student: Tell the student that he or she has as much time as necessary to complete the test, but can not use any outside resources and cannot leave the testing area.

Evaluation

Performance measures

Results

1. Member will identify the three main entities involved in mission notification (agency, wing, individual member).

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE KNOWLEDGE OF THE INCIDENT COMMAND SYSTEM

CONDITIONS

You wish to know how a mission is structurally organized.

OBJECTIVES

Describe various components of the Incident Command System (ICS).

TRAINING AND EVALUATION

Training Outline

1. The Incident Command System (ICS) is used to manage an emergency incident or a non-emergency event. It can be used equally well for both small and large situations.
2. ICS structure is made up of the command staff and the general staff:
 - a. Incident Command Staff. There is only one Incident Commander assisted by:
 - (1) Information Officer
 - (2) Safety Officer
 - (3) Liaison Officer
 - b. General Staff
 - (1) Operations Section Chief
 - (2) Planning Section Chief
 - (3) Logistics Section Chief
 - (4) Finance/Administration Section Chief
3. An ICS incident has only one Incident Commander.
 - a. Normally, CAP will not be the incident commander, but operate at the Air Operations Branch or Air Support Group level under another agency. Example: Wildfires erupt within a state. CAP is asked by the state to assist. CAP operates as an air operation under Operations. A person from the state agency in charge of containing the fires is the Incident Commander.
 - b. CAP, in some instances, can be the Incident Commander. Example: In a given state, CAP is designated by the state as responsible for air search for intra-state missing aircraft. Since CAP is the responsible agency, the CAP mission coordinator would be the Incident Commander for a missing aircraft search.
 - c. Use of the term “CAP Incident Commander” as a substitute for mission coordinator when we are not the Incident Commander, can be very confusing and is highly discouraged.

4. The three status conditions placed on all resources are:

- a. Assigned
- b. Available
- c. Out of Service

Additional Information

More detailed information on this topic is available CAPR 55-1, Chapter 8; Module I, Incident command System National Training Curriculum, National Interagency Fire Center, ATTN: Supply, 3833 S. Development Avenue, Boise, Idaho 83705.

Evaluation Preparation

Setup: Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

Brief Student: Tell the student that he or she has as much time as necessary to complete the test, but can not use any outside resources and cannot leave the testing area.

Evaluation

Performance measures

Results

The Member:

- 1. Lists the command staff.
- 2. Lists the General Staff positions.
- 3. Lists the three status conditions placed on all resources.

P	F
P	F
P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE KNOWLEDGE OF CAP'S NATIONAL ES PARTNER AGENCIES

CONDITIONS

You are at a mission base and hear the Mission Coordinator talking to other agencies and want to know CAP relates to other agencies.

OBJECTIVES

Briefly explain how other agencies relate to CAP.

TRAINING AND EVALUATION

Training Outline

1. AFRCC: Controlling agency for inland search and rescue. Located at Langley AFB, VA. Has SAR agreement with each individual state. CAP conducts 85% of the missions flown for the AFRCC.
2. AFNSEP: Air Force National Security Emergency Preparedness Office. At state and Federal request, coordinates use of Air Force resources to mitigate disasters. CAP is used as one of these Air Force resources.
3. FEMA: Federal Emergency Management Agency. The federal coordinator for federal response to major disasters.
4. NTSB: National Transportation and Safety Board. Responsible for investigating aircraft accidents. After CAP finds a crashed aircraft, it becomes the responsibility of the NTSB. CAP often times provides site monitoring for the NTSB (see ground team member – objective O-).

Additional Information

More detailed information on this topic is available in CAPR 55-1.

Evaluation Preparation

Setup: Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

Brief Student: Tell the student that he or she has as much time as necessary to complete the test, but can not use any outside resources and cannot leave the testing area.

Evaluation

Performance measures

Results

1. Member identifies other organizations with which CAP works.

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE KNOWLEDGE OF RISKS INVOLVED WITH CAP ES MISSIONS

CONDITIONS

You are at a mission base and are curious about what hazards may be lurking around.

OBJECTIVES

List basic risks involved with participating in a CAP mission.

TRAINING AND EVALUATION

Training Outline

1. Travel to and from base. Don't get in too much of a hurry. Driving a strange vehicle. Many vehicles in area of mission base as well.
2. Operating without proper rest/nourishment.
3. Electrical or antenna wires.
4. Turning propellers and aircraft moving on the flight line.
5. Observed hazards should be addressed and/or be made known to the mission safety officer.

Additional Information

More detailed information on this topic is available in CAPR 55-1.

Evaluation Preparation

Setup: Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

Brief Student: Tell the student that he or she has as much time as necessary to complete the test, but can not use any outside resources and cannot leave the testing area.

Evaluation

Performance measures

Results

1. Member will identify risks and mission base hazards.

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE KNOWLEDGE OF NEGLIGENCE AND GOOD SAMARITAN LAWS

CONDITIONS

After learning about the Emergency Services mission of CAP, it occurs to you that you may be held responsible for what you may or may not do during an emergency services mission and wonder what legal ramifications may ensue.

OBJECTIVES

Objective: Understand the concept of negligence/"Good Samaritan".

TRAINING AND EVALUATION

Training Outline

1. Negligence defined – Failure to exercise that degree of care that a reasonable person would exercise under the same circumstances.
2. Negligence laws vary greatly from state to state. Some states do not address the subject. Each wing must research what their state laws say about negligence. Explain here what your state laws say about negligence.
3. For those who are interested, there are three general degrees of negligence:
 - a. Slight Negligence – failure to use great care.
 - b. Ordinary Negligence – failure to use ordinary care.
 - c. Gross Negligence – failure to use even slight care.
4. The key is that you are expected to perform to your level of training. An example can be taken from first aid training. Coming upon an injured person and either doing nothing when you could have helped or attempting a procedure for which you were not trained could be considered negligence.
5. While an area of concern, negligence is not normally a problem.
6. To protect well-meaning individuals who attempt to help other persons in distress, many states, but not all, have passed what are referred to as "Good Samaritan" laws to protect these individuals. These laws generally offer protection if your actions were reasonable and prudent. Explain here what your state laws say about "Good Samaritans".

Additional Information

Ask the wing legal advisor to provide information on your state's laws concerning negligence and "Good Samaritans"

Evaluation Preparation

Setup: Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

Brief Student: Tell the student that he or she has as much time as necessary to complete the test, but can not use any outside resources and cannot leave the testing area.

Evaluation

Performance measures

Results

1. Member recognizes the definition of negligence.

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

**DEMONSTRATE KNOWLEDGE OF CAP REGULATIONS CONCERNING POSSE COMMITATUS
AND ASSISTANCE TO LAW ENFORCEMENT**

CONDITIONS

It occurs to you that CAP interfaces with law enforcement agencies at many different levels and you are not sure about whether or not you might be deputized at some point.

OBJECTIVES

Understand the concept of Posse Comitatus, assistance to law enforcement, and the use of force/self-preservation in CAP.

TRAINING AND EVALUATION

Training Outline

1. The Posse Comitatus Act prohibits CAP, while on Air Force assigned missions (regardless of whether the mission is Air Force reimbursable), from engaging in law enforcement activities other than reconnaissance of property or transport of personnel and equipment.
2. CAP members may not carry firearms, participate in detention or arrest of persons or seizure of property or conduct surveillance of persons or property.
3. Reconnaissance is distinguished from surveillance in that surveillance involves continuous observation while reconnaissance involves momentary observation, like the difference between a surveillance camera and a transitory snapshot.
 - a. CAP can do reconnaissance. This is passive observation for general activity. An example is CAP's counterdrug mission where CAP aircraft perform a general search for marijuana over a large area.
 - b. CAP cannot do surveillance. Surveillance is looking for a specific objective. An example would be conducting a search for an orange van that has fugitives in it.
2. CAP units and members engaged in CAP activities may provide passive assistance to law enforcement officers and agencies.
3. CAP members may **not** be deputized nor may they take an active part in arrest or detention activities and have no authority to restrict persons by means of force, actual or implied.
4. CAP assistance to law enforcement agencies that may lead to criminal prosecution is restricted to reconnaissance and reporting only.
5. Crash/Disaster Site Surveillance.
 - a. CAP units may upon proper request of local/controlling officials, provide site surveillance in crash and disaster situations in order to protect the scene or property.
 - b. Such arrangements should be temporary in nature and should specify that CAP members have no power to arrest or detain anyone but only to report those who decline to obey requests not to enter the area to authorities.

c. We are not in the confrontation game. If it comes to a situation of fight or flee over your piece of turf, flee and let law enforcement take care of any confrontation.

6. Distress Beacons.

- a. If a distress beacon is tracked to a locked vehicle, aircraft, or building, contact the AFRCC.
- b. If entry is required, local law enforcement officials will preside over any entry.

7. CAP members have **NO** special dispensations over an ordinary citizen in relation to law enforcement or private property issues.

Additional Information

See CAPR 55-1, Chapter 1 and your wing legal advisor for state specific guidance.

Evaluation Preparation

Setup: Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

Brief Student: Tell the student that he or she has as much time as necessary to complete the test, but can not use any outside resources and cannot leave the testing area.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
1. Member recognizes the definition of Posse Comitatus.	P	F
2. Member demonstrates understanding of CAP's relationship to law enforcement.	P	F
3. Member understands the limitations on CAP in a site surveillance situation.	P	F
4. Member understands the property limitations on CAP when searching for and locating a distress beacon.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

**DEMONSTRATE KNOWLEDGE OF THE AUTHORITY AND RESPONSIBILITY OF CAP
MEMBERS ON EMERGENCY SERVICES MISSIONS**

CONDITIONS

As a CAP member you believe that because you are operating under an Air Force mission number you have unlimited access to any airport (public or private) and its buildings to pursue an ELT signal.

OBJECTIVES

Understand that laws are open to interpretation in different areas, but CAP will not support units or members who blatantly break the law or operate in contradiction to CAP regulations.

TRAINING AND EVALUATION

Training Outline

1. Members interested in continuing on to qualify in Emergency Services should obtain copies of the following regulations:
 - a. CAPR 50-15 (Training and Qualification)
 - b. CAPR 55-1 (Operational Procedures and Limitations)
 - c. CAPR 60-1 (Flight Operations)
2. Again, CAP members have **NO** special dispensations over an ordinary citizen in relation to law enforcement or private property issues.
3. Individuals who put themselves, other members, and the corporation in jeopardy by disregarding laws and regulatory policies will be targeted for restraining action to include membership cancellation.

Additional Information

See CAPR 50-15, CAPR 55-1, CAPR 60-1, and CAPR 35-3 and your wing legal advisor for state specific guidance.

Evaluation Preparation

Setup: Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

Brief Student: Tell the student that he or she has as much time as necessary to complete the test, but can not use any outside resources and cannot leave the testing area.

Evaluation

Performance measures

Results

1. Member demonstrates knowledge that CAP will not tolerate willful disregard of laws and applicable regulations.

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

F-0001
FILE FOR REIMBURSEMENT FOR MISSION PARTICIPATION

CONDITIONS

You going to your first reimbursable mission and you want to know for what you can be reimbursed and how you go about obtaining such reimbursement.

OBJECTIVES

Explain and Demonstrate reimbursement procedures for CAP reimbursable missions.

TRAINING AND EVALUATION

Training Outline

1. Certain CAP missions are designated as reimbursable. A list of these can be found in CAPR 60-1. These missions are funded either by money made available by Congress through the Air Force or have been approved by the Air Force for funding by other agencies.
2. Items that may be reimbursed:
 - a. Aircraft flight hours (the mechanism used to reimburse for aircraft fuel and oil and compute aircraft maintenance) at the rate indicated in Attachment 1 of CAPR 173-3. (fuel and oil receipts required to substantiate claim.)
 - b. Aircraft oxygen service.
 - c. Commercial communications costs and taxes there on.
 - d. Automotive fuel and oil (fuel and oil receipts required).
 - e. Member-owned aircraft maintenance.
3. CAPF 108 is used to request reimbursement. Take member through each block of a CAPF 108.
4. Explain wing specific requirements and where in your wing the CAPF 108 is sent and how long it normally takes to receive payment.

Additional Information

More detailed information on this topic is available in CAPR 173-3, CAPR 60-1, AND CAPF 108.

Evaluation Preparation

Setup: Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

Brief Student: Tell the student that he or she has as much time as necessary to complete the test, but can not use any outside resources and cannot leave the testing area.

Evaluation

Performance measures

Results

1. Member identifies properly items that may be reimbursed.

P F

2. Member properly demonstrates filing for reimbursement.

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.